



State Higher Education Executive Officers

02H2

***Implementing the Common
Core Standards and
Assessments: How to Engage
Policymakers and
Practitioners***

WHY DO WE NEED TO BE ENGAGED AND HOW DID WE GET TO THIS POINT?

- High remediation rates
- High cost of remediation
- Low college going rates
- Low completion rates
- U.S. decline in percent of citizens with degrees compared to other countries

***HOW HAVE K-12 AND HIGHER
EDUCATION COLLABORATED ON
REFORM IN THE PAST?***

***“Keep your spoon out of
your sister’s Borscht!”***

And....

DEFENSIVELY..

FINGER POINTING

EACH SECTOR ACTING INDEPENDENTLY
WITH POLICY CHANGES

Higher Education implemented more rigorous admission requirements with very little communication with K-12 and lack of understanding of how the policies would impact K-12.

- 4 years of mathematics
- 3 years of science w/lab
- 2 years of a foreign language

Previous K-12 standards-based reforms have not adequately engaged higher education faculty and academic leaders.

As David Conley asserts,

- Not anti- college; they just didn't give college much thought
- Standards and assessments have had little effect on the college preparatory curriculum
- Not served to increase the number of students who are prepared for postsecondary education

***What kind of collaboration across
K-12 and higher education are we
beginning to see?***

Examples of Collaboration

- Establishment of P-16, P-20 Councils
- Legislation mandating collaboration across K-12 and higher education
- Governors' commissions on teacher education
- Development of longitudinal data systems
- Development of teacher identifier systems
- Development of concurrent enrollment initiatives, and more....
- 1st meeting of SHEEOs and CCSSO

DEVELOPMENT OF COLLEGE & CAREER READINESS

Montana

Kentucky

Colorado

Some Positive Outcomes

- Successful statewide collaboration on standards
- Change of focus from high school graduation requirements to college and career readiness standards
- College and career readiness is one and the same
- Higher education and K-12 working together to improving teacher education

Some attributes present in successful collaboration

- Relationship between CSSO & SHEEO
- Legislative interest/commitment and related legislation
- Governors' interest and related legislation
- P-20/P-16 Council
- Mechanism for bringing together university/college faculty and K-12 teachers
- Buy in by higher education academic administrators, faculty, trustees; and K-12 school executives, school boards, teachers, parents, and business community members.

**HOW TO THINK ABOUT ENGAGING HIGHER EDUCATION
IN COMMON CORE STANDARDS, ASSESSMENTS AND
TEACHER EDUCATION**

“HELP US HELP YOU”